MICIP Portfolio Report

Central Academy

Goals Included

Active
- Improve NWEA Math Proficiency
- Increase EL exit numbers

Buildings Included

Open-Active
- Central Academy

Plan Components Included

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MICIP Portfolio Report

Central Academy

Increase EL exit numbers

Status: ACTIVE

Statement: Increase the number of students exiting the EL program school-wide, by June 30, 2025, to 14% as measured by WIDA ACCESS 2.0 by increasing the number of support personnel and utilizing the appropriate online support tools.

Created Date: 06/01/2021   *Target Completion Date:* 06/30/2025

Data Set Name: test Copy

Name	Data Source
Secondary and Elementary EL exit numbers	Other
School-wide EL's exiting EL program	Other

Data Story Name: ELA Data Story

Initial Data Analysis: We noticed a gap between the elementary and secondary with exiting out of the EL program. We could look at the WIDA composite to compare the NWEA and EasyCBM data.

Initial Initiative Inventory and Analysis: Our school mission statement reads: "To promote life-long learning by nurturing academic excellence, positive character, and appreciation of cultures." Our classroom teachers, coaches, paraprofessionals, and administration prioritize academic excellence in English language learning while appreciating our students' multilingual backgrounds. Many measures are currently in place to provide effective education in English learning, such as SIOP training, GEE coaching, performance feedback, Principal walk-throughs, Raz Kids training, Benchmark training, district content area PD's and school-wide best practices PD. We found, even with all of the current initiatives, the WIDA ACCESS 2.0 data from 2019 and 2020 showed the percentages of students exiting in elementary were significantly higher than those exiting in the secondary.

Gap Analysis: Our school continues with a downward trend in the secondary students reaching English proficiency as measured by WIDA ACCESS 2.0. Analysis of subgroup data within our district (Grade K-5, 6-8, 9-12) demonstrates a gap between students' English proficiency Kindergarten through fifth grade and the secondary levels. The 2025 school goal is to increase school-wide English proficiency to 20% as measured by WIDA ACCESS 2.0.

District Data Story Summary: The WIDA Access 2.0 data shows the percentage of students exiting at the elementary level are higher than at the secondary level; yet our total percentage is below the desired percentage. All grade levels receive SIOP training and have

one EL specialist and are actively looking to hire a second EL specialist; however, if we want our students to exit the EL program in larger numbers, we need to provide more individualized support for students.

Analysis:

Root Cause

Five Whys

- Why: We fall below our desired goal of exciting students from the ELL program.
- Why: We have a large number of EL students enrolling at Central Academy every year.
- Why: Many EL students entering lack English proficiency along with valuable content knowledge because they may come with years of interrupted education.
- Why: The lack of support services and constant changes in schedules and teachers can overwhelm students.
- Why: Students are able to get individualized and targeted instruction that focuses on closing the academic gap.
- Why: All students who perform below expanding level on the WIDA ACCESS 2.0 have a large academic need that can be best addressed through small group instruction/ intervention that can be tailored to the students' academic needs in every content area.

Challenge Statement: If we have more support personnel, then we would be able to provide more opportunities for individualized and targeted instruction in a small group setting.

Strategies:

(1/9): Teacher Collaborative Routines

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/28/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings: All Active Buildings

Total Budget: $100,000.00
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method
- Presentations
- School Board Meeting
- Other

Audience
- Educators
- Staff
- School Board
- Parents

(2/9): Social Emotional Learning (SEL) CASEL

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: $10,000.00
- Other Federal Funds (Federal Funds)
- School Breakfast Program (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Special Milk Program (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Social Media
- Presentations
- Email Campaign
- School Board Meeting
- Other

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: CHAMPS is a proactive and positive classroom management approach. The strategies are easy to implement and will reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions. By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are: Conversation: Can students talk to each other during this activity? Help: How do students get the teacher's attention and their questions answered? Activity: What is the task/objective? What is the end product? Movement: Can students move about during this activity? Participation: How do students show they are fully participating? What does work behavior look/sound like? Success: When students meet CHAMPS expectations, they will be successful! The key benefits of CHAMPS are that teachers establish clear expectations with logical and fair responses to misbehaviors, spend less time disciplining and more time teaching, learn tools to motivate students to do their best and students are taught how to behave responsibly.

Buildings: All Active Buildings

Total Budget: $5,000.00
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- Presentations

Audience
- Educators
- Staff
- Parents

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/28/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $30,000.00
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- Email Campaign

Audience
- Educators
- Staff
- Parents

(5/9): RAZ Kids

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/28/2025

Summary: Raz-Kids delivers interactive computer-based and mobile books and quizzes at 29 reading levels.

Buildings: All Active Buildings

Total Budget: $10,000.00
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Effective Use of Technology (Federal Funds)
- At Risk (31-A) (State Funds)
- Great Start Readiness Program (State Funds)

Communication:

Method	Audience
- Presentations	- Educators
- Email Campaign	- Staff
- Other	- Parents

(6/9): Sheltered Instruction Observation Protocol (SIOP)

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: The media resources were developed by a partnership involving the Success for All Foundation and world class children's television producers Sesame Workshop and Sirius Thinking. The games and activities are fun and engaging as well as effective. In a 2017 Johns Hopkins University study, students in Lightning Squad doubled student's rate of growth in reading compared to similar students who did not receive tutoring.

Buildings: All Active Buildings

Total Budget: $5,000.00
- Title III Part A, English Learners (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Presentations
- School Board Meeting
- Other

Audience
- Educators
- Staff
- School Board
- Parents

(7/9): Leveled Literacy Intervention

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Buildings: All Active Buildings

Total Budget: $5,000.00
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method
- Presentations
- School Board Meeting
- Other

Audience
- Educators
- Staff
- School Board
- Parents

(8/9): Formative Assessment Process

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (https://famemichigan.org/).

Buildings: All Active Buildings

Total Budget: $5,000.00
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)
- Great Start Readiness Program (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method
- School Board Meeting
- Other

Audience
- Parents
- School Board
- Staff
- Educators

(9/9): Accelerated Reader

Owner: Lori Lecrerc

Start Date: 08/23/2021   *Due Date:* 06/30/2025

Summary: Accelerated Reader is a computerized supplementary reading program that provides guided reading instruction to students in grades K-12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance.

The program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance.

Buildings: All Active Buildings

Total Budget: $5,000.00
- Title I Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- At Risk (31-A) (State Funds)
- Special Education Foundation (51A) (State Funds)

Communication:

Method
- Presentations
- School Board Meeting
- Other

Audience
- Educators
- Staff
- Parents

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 3% for School-wide EL's exiting EL program		06/20/2024	ONTARGET

Impact Notes

Date	Note	Author
06/20/2023	We are making progress toward the targets.	Lori Lecrerc
06/21/2022	.	Lori Lecrerc
06/13/2022	The strategies we have implemented seem to have us on track to increase English proficiency and ultimately exiting students from the EL program. We will not have date	Lori Lecrerc

Date	Note	Author
	until the fall since we measure our progress by the WIDA ACCESS 2.0.	

Adjust Notes:

No Data Available

Activity Status:

Teacher Collaborative Routines Activities:
No Data Available

Social Emotional Learning (SEL) CASEL Activities:
No Data Available

CHAMPS Activities:
No Data Available

MTSS Framework (General) Activities:
No Data Available

RAZ Kids Activities:
No Data Available

Sheltered Instruction Observation Protocol (SIOP) Activities:
No Data Available

Leveled Literacy Intervention Activities:
No Data Available

Formative Assessment Process Activities:
No Data Available

Accelerated Reader Activities:
No Data Available

Monitoring Notes

Monitoring Notes: Accelerated Reader

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	This strategy is implemented with reading and note-taking strategies to support reading skills. Teachers are able to monitor student reading comprehension levels.	Lori Lecrerc
06/13/2022	This strategy is implemented with reading and note-taking strategies to support reading skills. Teachers are able to monitor student reading comprehension levels.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	For middle school, AR helps support reading comprehension at their level. Students are able to read books and take tests at their reading levels. They are able to practice reading and note-taking strategies while reading books to at their level to increase their reading comprehension. AR does not seem to be as effective at the high school level.	Lori Lecrerc
06/13/2022	For the EL population, AR helps support reading comprehension at their level. Students are able to read books and take tests at their reading levels. They are able to practice reading and note-taking strategies while reading books to at their level to increase their reading comprehension.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/13/2022	The AR program helps support the goal by increasing reading comprehension and language skills.	Lori Lecrerc

Monitoring Notes: CHAMPS

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	CHAMPS is used in every classroom. Teachers are required to have it posted in their classroom and refer to it during classroom instruction. This is a strategy used starting in Kindergarten so students are familiar with its structure throughout K-12.	Lori Lecrerc
06/13/2022	CHAMPS is used in every classroom. Teachers are required to have it posted in their classroom and refer to it during classroom instruction. This is a strategy used starting in Kindergarten so students are familiar with its structure throughout K-12.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	Our intended population benefits from the use of CHAMPS because it is very visual and easy to understand.	Lori Lecrerc
06/13/2022	Our intended population benefits from the use of CHAMPS because it is very visual and easy to understand.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	Positive classroom management is vital in supporting our goal. With the effectiveness of CHAMPS, teachers are able to ensure learning is prioritized.	Lori Lecrerc
06/13/2022	Positive classroom management is vital in supporting our goal. With the effectiveness of CHAMPS, teachers are able to ensure learning is prioritized.	Lori Lecrerc

Monitoring Notes: Formative Assessment Process

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	Teacher utilize formative assessments throughout their instruction to assess student understanding. This is a regular practice in every classroom.	Lori Lecrerc
06/13/2022	Teacher utilize formative assessments throughout their instruction to assess student understanding. This is a regular practice in every classroom.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	Formative assessment is an important strategy to monitor our intended EL population. This form of assessment allows teachers to gage student understanding.	Lori Lecrerc
06/13/2022	Formative assessment is an important strategy to monitor our intended EL	Lori Lecrerc

Date	Note	Author
	population. This form of assessment allows teachers to gage student understanding.	

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	This strategy helps the teacher know student progress and differentiate when necessary.	Lori Lecrerc
06/13/2022	This strategy helps the teacher know student progress and differentiate when necessary.	Lori Lecrerc

Monitoring Notes: Leveled Literacy Intervention

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	The MTSS screenwork is implemented at all levels. The data from Easy CBM, NWEA, and WIDA are all entered and updated to the screener. This allows the teachers to have a current view of student growth.	Lori Lecrerc
06/13/2022	The MTSS screenwork is implemented at all levels. The data from Easy CBM, NWEA, and WIDA are all entered and updated to the screener. This allows the teachers to have a current view of student growth.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author

Date	Note	Author
06/20/2023	The data from the MTSS helps to identify the growth of all populations including the intended population. This data helps the teachers to implement instruction specific to the students' needs.	Lori Lecrerc
06/13/2022	The data from the MTSS helps to identify the growth of all populations including the intended population. This data helps the teachers to implement instruction specific to the students' needs.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	All staff is aware that the MTSS screen work is accessible to them to utilize the data to tailor instruction to the target population.	Lori Lecrerc
06/13/2022	All staff is aware that the MTSS screen work is accessible to them to utilize the data to tailor instruction to the target population.	Lori Lecrerc

Monitoring Notes: RAZ Kids

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	This strategy has been implemented with the EL population, SPED, and elementary levels.	Lori Lecrerc
06/13/2022	This strategy is utilized in the entire K-12. Both levels find it effective. Effective at the Middle and High school levels: Guided reading groups, leveled reading groups for English Learners, able to easily differentiate for students at different proficiency levels. Effective at the elementary level: Guided Reading groups, Vocab, phonics, working at home to test/read at their level, recording themselves reading.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	This strategy is effective for beginner EL students as they can listen and read books at their proficiency level. We have to, however, be careful to provide secondary students reading materials that are at their age and interest level. We also have students with IEP who are benefitting from Raz Kids. This Strategy is very helpful for beginning readers. It allows them to hear a book read to them, then also gives them an opportunity to read it on their own. It also provides comprehension questions to check for student understanding. A great feature is that you can assign a reading level to each student to differentiate their bookshelves. This helps them read at their level and gives them an opportunity to successful.	Lori Lecrerc
06/13/2022	RazKids is used with ELs in small groups and individualized to level texts. Teachers are able to monitor student progress with reports	Lori Lecrerc

Evidence Data Set for 'RazKids is used...'

Date	Data Name	Provider
06/13/2022	RazKids student monitoring	Screenshot (424).png

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	The Raz Kids program has been an important strategy in helping our EL population gain valuable reading skills. This program helps in all grade levels to provided level appropriate texts for EL students.	Lori Lecrerc
06/13/2022	The Raz Kids program has been an important strategy in helping our EL population gain valuable reading skills. This program helps in all grade levels to provided level appropriate texts for EL students.	Lori Lecrerc

Monitoring Notes: Sheltered Instruction Observation Protocol (SIOP)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/13/2022	SIOP strategies are expected to be implemented in every classroom. The SIOP strategy has proven to be very effective for teachers to make learning accessible. We need to continue/increase professional development to ensure all teachers continue to use this strategy with fidelity.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	The SIOP strategy has proven to be very effective for teachers to make learning accessible. We need to continue/increase professional development to ensure all teachers continue to use this strategy with fidelity.	Lori Lecrerc
06/13/2022	When teachers are trained in SIOP the intended populations' needs are met.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We need to have more professional development to make sure our teachers understand the correct implementation of SIOP and to ensure the effectiveness. Ongoing training for new and veteran teachers.	Lori Lecrerc
06/13/2022	We need to have more professional development to make sure our teachers understand the correct implementation of SIOP and to ensure the effectiveness. Ongoing training for new and veteran teachers.	Lori Lecrerc

Monitoring Notes: Social Emotional Learning (SEL) CASEL

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	We are in the process of getting a new SEL curriculum. We are still providing SEL to our students with advisory classes. We have a	Lori Lecrerc

Date	Note	Author
	monthly newsletter that can be translated that is getting more viewership. We have incorporated more family engagement this year.	
06/13/2022	The implementation of structured SEL learning was not implemented as effectively as we hoped. We were able to incorporate family engagement, SEL learning, and Peers for peers mentoring but we need to coordinate even more effective plans for the SEL learning. We also need more professional development to make sure our staff is understanding of the social/emotional needs of students.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	We reached out directly to our intended EL population to ensure they had the resources they need to continue their learning through the summer.	Lori Lecrerc
06/13/2022	We reached out directly to our intended EL population to ensure they had the resources they need to continue their learning through the summer. We created flyers to promote that were translated into most of the languages our students speak.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We are actively working on family engagement. We have monthly communication newsletter that can be translated.	Lori Lecrerc
06/13/2022	We need to have more family engagement activities and possibly go to the areas where our families are to be more effective.	Lori Lecrerc

Monitoring Notes: Teacher Collaborative Routines

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	Teachers meet with the EL teacher to collaborate for lesson plans and collaborative teaching in the classroom.	Lori Lecrerc
06/13/2022	Teachers meet with the EL teacher to collaborate for lesson plans and collaborative teaching in the classroom.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	This strategy is very effective for the EL population because the teachers are able to tailor the lessons to their needs. When the EL teacher is able to be a part of the class instruction, this helps keep the EL population engaged in learning.	Lori Lecrerc
06/13/2022	This strategy is very effective for the EL population because the teachers are able to tailor the lessons to their needs. When the EL teacher is able to be a part of the class instruction, this helps keep the EL population engaged in learning.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	The addition of another EL teacher has allowed for more teacher collaboration to reach the EL population and work towards the goals.	Lori Lecrerc
06/13/2022	The addition of another EL teacher has allowed for more teacher collaboration to reach the EL population and work towards the goals.	Lori Lecrerc

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 9% for School-wide EL's exiting EL	06/30/2025	ONTARGET

Measure	Due Date	Status
program		

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?
No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

Improve NWEA Math Proficiency

Status: ACTIVE

Statement: Central Academy students will increase in math proficiency by 10% by 2025 as measured by NWEA by implementing SIOP and other differentiation strategies with fidelity.

Created Date: 05/28/2021   *Target Completion Date:* 06/14/2025

Data Set Name: Math Data Story

Name	Data Source
Percentage of ELs in the Bottom 20% on NWEA MATH	NWEA
WIDA - Number of Students Exiting	Other
WIDA Proficiency By Grade Level 2018-2019	MiSchoolData
New Enrollment of ELs From 2016-2020	Other
Certified Teaching Staff - Number of Years using SIOP	Other
Staff Level of Education	Other
Staff Comfortability with Implementing SIOP	Other
Staff Number of Years Teaching at Central Academy 20-21	Other
Percentage of Students Exiting the EL Program	Other

Data Story Name: Math Data Story

Initial Data Analysis: Overall, we notice EL students are not making adequate progress when taking standardized math assessments. The majority of our bottom 20% are mostly EL students. We realize that we are constantly getting a significant amount of new EL students each year. We also realized that we have had some staff turnover that may account for some of the gaps we are seeing.

Initial Initiative Inventory and Analysis: Our mission includes striving for academic excellence while having an appreciation of cultures. This plan involves all instructional staff who work to increase proficiency in math shown by our EL population using standardized testing scores. The bottom 30% of students mostly consists of EL students in the area of math. We are beholden to state and federal funding. In order to achieve this

goal our curriculum, intervention, and processes are maintained with fidelity. To support this, staff is supported by instructional coaches who meet weekly with content teachers. We provide professional development by our district for 3 hours every friday. In order to address the needs of our EL students, teachers are provided continuous SIOP training throughout the year. There are also district-wide PD provided throughout the year to address specific needs throughout the district.

Gap Analysis: Our school continues to see higher numbers of new EL students enrolling- in 2018-2019, 41% of the school enrollment is ELL- these students make up the ELL cohort for this plan. We have noticed this population struggling to gain math proficiency; after analyzing WIDA data, NWEA and score analysis, the team sees a correlation between the K-12 WIDA data (18/19 WIDA Proficiency as Grade Level) and math proficiency. Our data reveals that 49.7%- (Top 30/Bottom 30, NWEA) of the ELL population in grades K-12 demonstrate a gap between our subgroup (EL students) and non EL students in math. Almost half of ELL students enrolled in K-12 score in the bottom 30% of total student proficiency. We noticed that there was an influx of EL students that correlated to academic proficiency and also that a higher number of students in elementary are exiting the assessment as compared to the high school students taking the WIDA.

District Data Story Summary: We continue to have a high number of EL students enroll in our school which correlates to the inadequate performance of students in standardized assessments (WIDA, M-Step, NWEA). A large percentage of students in K-12 who are not proficient in math are also EL students.

Analysis:

Root Cause
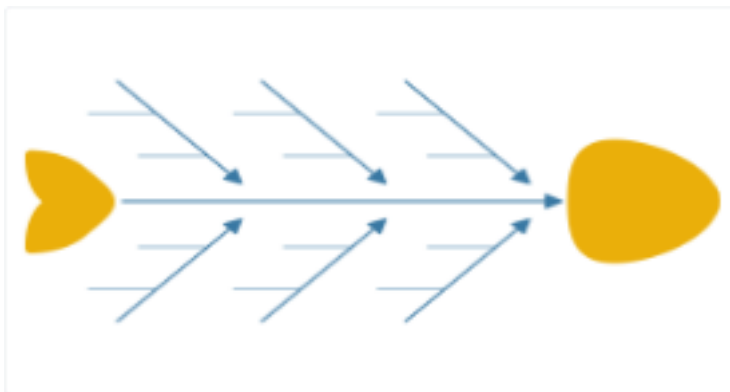
Summary of Fishbone discovery:
See attached document for our fishbone.

We used attendance data, standardized testing (ex - WIDA, MSTEP, NWEA), we looked at our curriculum and the EL supports within our current curriculum, and we also looked at staffing experience and turnover.
We noticed we have a population of students who may come one year and then move back overseas for a year or two and then return back to our school. This causes their English education to be interrupted. Research is very clear (http://esl.fis.edu/teachers/support/cummin.htm) that attaining academic English proficiency takes 5-7 years. This can be extended when students have multiple years of learning to do in a very short period. So, our

plan to address this is to focus heavily on all language skills across all grade levels and all subject areas with the ELL cohort identified by ELL students in 2018-2019 and beyond. We can do this by implementing SIOP with great intention.

DreamBox, Delta Math, Kuta software; SIOP lesson plans, WIDA grouping of students; hiring certified interventionists, purchasing technology to support ELs at every grade level, extended day program, EasyCBM, SPED/EL are using MobyMax as an intervention, lessons in Moodle with differentiation.

Supporting Documents

Document Name	Document Summary	Upload Date
Central Academy - Root Cause Fishbone 20-21	Here is the fishbone we created to analyze our root cause.	05/28/2021

Challenge Statement: If students are not developing the math skills they need to be successful in math, then we need to implement research based strategies with fidelity to help build math skills.

Strategies:

(1/8): Sheltered Instruction Observation Protocol (SIOP)

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: The media resources were developed by a partnership involving the Success for All Foundation and world class children's television producers Sesame Workshop and Sirius Thinking. The games and activities are fun and engaging as well as effective. In a 2017 Johns Hopkins University study, students in Lightning Squad doubled student's rate of growth in reading compared to similar students who did not receive tutoring.

Buildings: All Active Buildings

Total Budget: $120,000.00
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- Other
- Email Campaign
- Presentations

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School for students who are falling behind	Jaana Terhune	05/28/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $30,000.00
- General Fund (Other)

Communication:

Method
- Other
- Email Campaign

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
EasyCBM	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
NWEA	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
WIDA	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Interventionist/ Paraprofessionals	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/8): Instructional Coaching/Consulting for Mathematics

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: $85,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method
- Other
- School Board Meeting

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The Instructional Coaches will co-plan, model lessons, and provide constructive feedback based on teacher requests and observations. The mentors will also be instructional supporters working with the teachers on assessment for learning, differentiation of instruction, and standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction, assisting teachers with the use of data to improve student learning.	Nahla Attar	05/29/2021	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				

Activity Buildings: All Buildings in Implementation Plan

(4/8): Enhancing Mathematics with Instructional Technology

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: Teachers will engage in on-going professional learning and follow-up coaching on the use of instructional technology in mathematics to support conceptual and procedural understanding. Teachers will examine instructional technology tools in concert with best practices in mathematics and match the right tool with each practice. Tools may include Desmos, Geogebra, CODAP, Formative Assessment tools, among many others.

Buildings: All Active Buildings

Total Budget: $30,000.00
- General Fund (Other)

Communication:

Method
- Other
- Parent Newsletter
- Social Media

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Chromebooks (1 to 1 Technology)	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Online Programs	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/8): Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning refers to implementing instructional practices and strategic scaffolds to increase access and understanding for students with diverse learning needs and strengths. Both conceptual understanding and the language of mathematics are developed as students engage in language-rich tasks. With appropriate scaffolds and engaging instruction, students are able to process and produce the language of mathematics giving themselves and their teachers a clearer window into their understanding. Educators will engage in frequent, ongoing professional learning to develop an understanding of language-rich environments, instructional practices, appropriate scaffolds, and the concept of "differentiated products". Individual educators as well as those working in teams will access and learn to effectively use the "Language Supports for Mathematics" as presented in the MAISA Mathematics Units for grades 3 through Algebra 2. Educators will also learn to use these models for refining their own tools and practice.

Buildings: All Active Buildings

Total Budget: $10,000.00
- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- Email Campaign
- Presentations
- Brochure
- Parent Newsletter

Audience
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Ongoing Professional Development	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
SIOP Strategies	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Manipulatives	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/8): Social Emotional Learning (SEL) CASEL

Owner: Lori Lecrerc

Start Date: 05/28/2021   *Due Date:* 06/14/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Buildings: All Active Buildings

Total Budget: $10,000.00
- Other Federal Funds (Federal Funds)
- School Breakfast Program (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Special Milk Program (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Ongoing Professional Development	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Family Engagement Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
SEL Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Peer to Peer Mentoring	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Breakfast Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/8): Bridges Math

Owner: Lori Lecrerc

Start Date: 05/28/2021　　　　　　　*Due Date:* 06/14/2025

Summary: Teachers use number talks, number sense routines, and/or other math routines three to five times a week for five to 20 minutes. The strategy allows students to focus on making sense of mathematics, using mathematical language, and communicating their reasoning. Talks and routines should have multiple access points and support active student engagement. For more resources, see the strategy "Improving Classroom Mathematical Disourse."

Buildings: All Active Buildings

Total Budget: $10,000.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method
- Other
- Email Campaign
- Presentations

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Bridges Mathematics K-5	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Agile Minds (6-12)	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/8): 23g Expanded Learning Time

Owner: Lori Lecrerc

Start Date: 10/27/2023   *Due Date:* 06/14/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $300,000.00
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- Presentations
- Parent Newsletter
- Social Media

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
A- Offer tutoring and during, and after-school program for students who are falling behind and not scoring at grade level in Math and ELA in all grade levels K-12. Using some of the strategies for ELA and Math mentioned in MICIP. The program will include but not be limited to Dreambox, and Agile Mind remediation resources, as well as direct instruction on the strategies that are identified for each student. The after-school program is offered 3 days a week for an hour each day. Students will be progress	Fuad Aldaraweesh	10/27/2023	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
monitored and when the strategies are mastered they do not have to continue to attend. Summer school will be offered to students who are still struggling to master the strategies. The summer program is a 5-week, 4 days per week for 4 hours per day in the summer. The summer program requires a student to attend the entire program				
Activity Buildings: All Buildings in Implementation Plan				
B- Students who attend the after-school program, during-school tutoring, and/ or summer school program will be progress monitored using Easy CBM: local assessments and the NWEA scores. Central Academy students take the NWEA 3 times a year: in the fall, mid-January, and then again in the spring. The scores of each student will be reviewed. Suggestions on who should attend these programs will be discussed with the MTSS team, the district assessment coordinator, and admin staff. The after-school leader will monitor the student's progress and report back to the school leader and the District after-school liaison and the summer school liaison. This person is Kevin Whelan,	Fuad Aldaraweesh	10/27/2023	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
who works with several sister school districts. The principal, Mr. Sajad Melkic, will work with both program leaders and Kevin Whelan to evaluate both programs and make adjustments for future programs.				
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 10% for Percentage of ELs in the Bottom 20% on NWEA MATH		06/20/2024	ONTARGET

Impact Notes

Date	Note	Author
06/20/2023	We seem to be making progress toward the end goal. We did update the math goal to cover the entire Central Academy population. We have NWEA test scores showing improvement.	Lori Lecrerc
06/21/2022	We seem to be making positive progress toward the interim and end targets. We have the NWEA scores for the 2021-2022 school year and the percentages in the lower 20% drop in most grade levels from Fall to Spring. Due to Covid, students missed in-person instruction and that seems to show that there are more EL students in the 2021-2022 data that are in the lower 20% than in the data collected from 2019-2020. However, with the continuation of in-person learning, we still believe the targets are attainable.	Lori Lecrerc

Adjust Notes:

No Data Available

Activity Status:

Sheltered Instruction Observation Protocol (SIOP) Activities

Activity	Owner	Start Date	Due Date	Status
Summer School for students who are falling behind	Jaana Terhune	05/28/2021	06/14/2025	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
EasyCBM	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
NWEA	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
WIDA	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Interventionist/ Paraprofessionals	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
The Instructional Coaches will co-plan, model lessons, and provide constructive feedback based on teacher requests and observations. The mentors will also be instructional supporters working with the teachers on assessment for learning, differentiation of instruction, and standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction, assisting teachers with the use of data to improve student learning.	Nahla Attar	05/29/2021	06/14/2025	ONTARGET

Enhancing Mathematics with Instructional Technology Activities

Activity	Owner	Start Date	Due Date	Status
Chromebooks (1 to 1 Technology)	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Online Programs	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET

Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning Activities

Activity	Owner	Start Date	Due Date	Status
Ongoing Professional Development	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
SIOP Strategies	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Manipulatives	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET

Social Emotional Learning (SEL) CASEL Activities

Activity	Owner	Start Date	Due Date	Status
Ongoing Professional Development	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Family Engagement Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
SEL Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Peer to Peer Mentoring	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Breakfast Program	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET

Bridges Math Activities

Activity	Owner	Start Date	Due Date	Status
Bridges Mathematics K-5	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET
Agile Minds (6-12)	Lori Lecrerc	05/29/2021	06/14/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
A- Offer tutoring and during, and after-school program for students who are falling behind and not scoring at grade level in Math and ELA in all grade levels K-12. Using some of the strategies for ELA and Math mentioned in MICIP. The program will include but not be limited to Dreambox, and Agile Mind remediation resources, as well as direct instruction on the strategies that are identified for each	Fuad Aldaraweesh	10/27/2023	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
student. The after-school program is offered 3 days a week for an hour each day. Students will be progress monitored and when the strategies are mastered they do not have to continue to attend. Summer school will be offered to students who are still struggling to master the strategies. The summer program is a 5-week, 4 days per week for 4 hours per day in the summer. The summer program requires a student to attend the entire program				
B- Students who attend the after-school program, during-school tutoring, and/ or summer school program will be progress monitored using Easy CBM: local assessments and the NWEA scores. Central Academy students take the NWEA 3 times a year: in the fall, mid-January, and then again in the spring. The scores of each student will be reviewed. Suggestions on who should attend these programs will be discussed with the MTSS team, the district assessment coordinator, and admin staff. The after-school leader will monitor the student's progress and report back to the school leader and the District after-school liaison and the	Fuad Aldaraweesh	10/27/2023	06/14/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
summer school liaison. This person is Kevin Whelan, who works with several sister school districts. The principal, Mr. Sajad Melkic, will work with both program leaders and Kevin Whelan to evaluate both programs and make adjustments for future programs.				

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Bridges Math

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	Agile Minds (6-12) and Bridges (K-5) have been implemented in all math classes. It does a good job of letting the kids explore and discover concepts. The lessons are well designed but they lack in practice problems for the students.	Lori Lecrerc
06/17/2022	Agile Minds (6-12) and Bridges (K-5) have been implemented in all math classes.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	In a K-5 setting, Bridges provides EL support and different interventions. Agile Minds in a	Lori Lecrerc

Date	Note	Author
	6-12 setting is moderately effective but requires supplemental materials to make learning accessible to the ELs.	
06/17/2022	In a K-5 setting, Bridges provides EL support and different interventions. Agile Minds in a 6-12 setting is moderately effective but requires supplemental materials to make learning accessible to the ELs.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We are supplied with the necessary resources for Agile Minds and Bridges.	Lori Lecrerc
06/17/2022	We are supplied with the necessary resources for Agile Minds and Bridges.	Lori Lecrerc

Monitoring Notes: Enhancing Mathematics with Instructional Technology

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	Chromebooks and online resources are used daily. The curriculum has an online platform that is accessed along with other math resources. Students having access to Chromebooks has been vital to growth.	Lori Lecrerc
06/17/2022	Chromebooks and online resources are used daily. The curriculum has an online platform that is accessed along with other math resources.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	The technology is essential to the intended EL population.	Lori Lecrerc
06/17/2022	The technology is essential to the intended EL population.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We have chromebooks for each student but have other online programs we could use to help the EL population. IXL would be a beneficial addition.	Lori Lecrerc
06/17/2022	We have chromebooks for each student but have other online programs we could use to help the EL population. Kuta math would be a beneficial addition.	Lori Lecrerc

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	Instructional coaching is very helpful for new teachers as well as giving veteran teachers. Teachers are able to have up-to-date resources and techniques to use in the classroom for all content areas. The meetings with instructional coaches was not consistent in the secondary.	Lori Lecrerc
06/13/2022	Teachers regularly meet with their instructional coaches to collaborate and track their progress.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	The instructional coaches are able to meet with the teachers to guide them in the best practices to reach the intended EL population.	Lori Lecrerc
06/13/2022	The instructional coaches are able to meet with the teachers to guide them in the best practices to reach the intended EL population.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	Teachers are able to teach their curriculum with the resources currently available. The secondary math coaching has not been consistent.	Lori Lecrerc
06/13/2022	Teachers are able to teach their curriculum	Lori Lecrerc

Monitoring Notes: Language-Rich Mathematics: Tools and Strategies for Leveraging Language to Improve Learning

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	The MTSS screenwork is implemented at all levels. The data from Easy CBM, NWEA, and WIDA are all entered and updated to the screener. This allows the teachers to have a current view of student growth.	Lori Lecrerc
06/13/2022	The MTSS screenwork is implemented at all levels. The data from Easy CBM, NWEA, and WIDA are all entered and updated to the screener. This allows the teachers to have a current view of student growth.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	The data from the MTSS helps to identify the growth of all populations including the intended population. This data helps the teachers to implement instruction specific to the students' needs.	Lori Lecrerc
06/13/2022	The data from the MTSS helps to identify the growth of all populations including the intended population. This data helps the	Lori Lecrerc

Date	Note	Author
	teachers to implement instruction specific to the students' needs.	

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	All staff are aware that the MTSS screen work is accessible to them to utilize the data to tailor instruction to the target population.	Lori Lecrerc
06/13/2022	All staff are aware that the MTSS screen work is accessible to them to utilize the data to tailor instruction to the target population.	Lori Lecrerc

Monitoring Notes: Sheltered Instruction Observation Protocol (SIOP)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	SIOP strategies are expected to be implemented in every classroom. The SIOP strategy has proven to be very effective for teachers to make learning accessible. We need to continue/increase professional development to ensure all teachers continue to use this strategy with fidelity.	Lori Lecrerc
06/13/2022	SIOP strategies are expected to be implemented in every classroom. The SIOP strategy has proven to be very effective for teachers to make learning accessible. We need to continue/increase professional development to ensure all teachers continue to use this strategy with fidelity.	Lori Lecrerc
06/13/2022	SIOP strategies are expected to be implemented in every classroom. The SIOP strategy has proven to be very effective for teachers to make learning accessible. We need to continue/increase professional development to ensure all teachers continue to use this strategy with fidelity.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	When teachers are trained in SIOP the intended populations' needs are met.	Lori Lecrerc
06/13/2022	When teachers are trained in SIOP the intended populations' needs are met.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We need to have more professional development to make sure our teachers understand correct implementation of SIOP and to ensure the effectiveness. Ongoing training for new and veteran teachers.	Lori Lecrerc
06/13/2022	We need to have more professional development to make sure our teachers understand correct implementation of SIOP and to ensure the effectiveness. Ongoing training for new and veteran teachers.	Lori Lecrerc

Monitoring Notes: Social Emotional Learning (SEL) CASEL

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/20/2023	We are currently in the process of getting a new program. SEL is great for the mental health of our students, and they learn a lot about managing their emotions.	Lori Lecrerc
06/13/2022	The implementation of structured SEL learning was not implemented as effectively as we hoped. We were able to incorporate family engagement, SEL learning, and Peers for peers mentoring but we need to coordinate even more effective plans for the SEL learning. We also need more professional development to make sure our staff is understanding of the social/emotional needs of students.	Lori Lecrerc

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/20/2023	We are in the process of getting a new	Lori Lecrerc

Date	Note	Author
	curriculum for SEL. We are currently supporting students with advisory in the secondary to ensure students are receiving SEL daily. We have also incorporated a monthly newsletter to families and students that can be translated.	
06/13/2022	We reached out directly to our intended EL population to ensure they had the resources they need to continue their learning through the summer. We created flyers to promote that were translated into most of the languages our students speak.	Lori Lecrerc

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/20/2023	We have held more family engagement opportunities and implemented a monthly newsletter that can be translated. We need to have more family engagement activities and possibly go to the areas where our families are to be more effective.	Lori Lecrerc
06/13/2022	We need to have more family engagement activities and possibly go to the areas where our families are to be more effective.	Lori Lecrerc

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 20% for Percentage of ELs in the Bottom 20% on NWEA MATH	06/13/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?
No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available